

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

CFDA Numbers: 84.377A; 84.388A



U.S. Department of Education
Washington, D.C. 20202

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, attached as Appendix A), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). (See Appendix C for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

For fiscal year (FY) 2009, there is \$3.546 billion available for School Improvement Grants under section 1003(g): \$546 million through the Department of Education Appropriations Act, 2009; and \$3 billion through the American Recovery and Reinvestment Act of 2009 (ARRA).

FY 2009 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2011. In its application for these funds, an SEA may request a waiver of the period of availability to permit the SEA and its LEAs to obligate the funds through September 30, 2013.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate school improvement funds in proportion to the funds received by the States, the Bureau of Indian Education, and the outlying areas, respectively, for the fiscal year (*e.g.*, FY 2009) under Parts A, C, and D of Title I of the ESEA.

An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (summarized in Appendix B). The SEA may retain an amount not to exceed

five percent for State administration, evaluation, and technical assistance, which the Department has awarded to each SEA.

Consultation with the Committee of Practitioners

Before submitting its application for a School Improvement Grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

State Application Process

To apply for a School Improvement Grant, an SEA must submit an application to the Department. This revised School Improvement Grant application form is available on the Department's Web site at: <http://www.ed.gov/programs/sif/applicant.html>.

Please note that an SEA's submission must include the following attachments, as indicated on the application form:

- A list, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Electronic Submission: The Department strongly prefers to receive an SEA's School Improvement Grant application electronically. The SEA should submit it to the following address:

school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its School Improvement Grant application to the following address:

Dr. Zollie Stevenson, Jr., Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

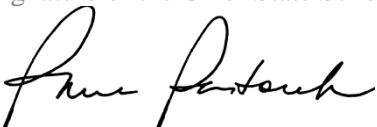
Application Deadline

Applications are due on or before **February 22, 2010**.

For Further Information

If you have any questions, please contact Dr. Zollie Stevenson, Jr. at (202) 260-0826 or by e-mail at Zollie.Stevenson@ed.gov.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>Louisiana Department of Education</p>	<p>Applicant's Mailing Address:</p> <p>1201 North Third Street Baton Rouge, Louisiana 70802 P. O. Box 94064 Baton Rouge, Louisiana 70804-9064</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Jacob Landry</p> <p>Position and Office: Special Assistant to the Superintendent Executive Office of the Superintendent</p> <p>Contact's Mailing Address: 1201 North Third Street Baton Rouge, Louisiana 70802</p> <p>Telephone: 225-342-4991</p> <p>Fax: 225-342-7316</p> <p>Email address: jacob.landry@la.gov</p>	
<p>Chief State School Officer (Printed Name):</p> <p>Paul G. Pastorek</p>	<p>Telephone:</p> <p>225-342-3607</p>
<p>Signature of the Chief State School Officer:</p> <p> X _____</p>	<p>Date:</p> <p>February 22, 2010 Resubmitted April 16, 2010 Resubmitted June 2, 2010</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

- A. ELIGIBLE SCHOOLS:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

Link to Definition: <http://www.louisianaschools.net/lde/cia/2295.html>

LEA NAME, NCES ID #						
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.

¹ As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

Explain how the SEA will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I, II and III school.

The LDE has designed a comprehensive rubric for each intervention model to ensure that we are able to address capacity and adherence to the USDOE regulations governing each intervention. All Tier I, II, and III schools will be judged according to that rubric, as LEAs will submit separate applications for each school. Each rubric has a maximum point value of 100 along with 10 potential bonus points. LEA capacity will be evaluated through the quality with which it addresses each component of the respective rubric. If an LEA scores below the acceptable level on the rubric, it will be clear that the LEA does not demonstrate capacity to implement the intervention model. If an LEA scores above the acceptable level on the rubric, yet has been judged to not meet the minimum final requirements as outlined by USDOE, that LEA must submit an amendment to its plan that describes how it will meet that final requirement in order to receive funding.

If an LEA submits applications for four or more schools that meet LDE's standards for quality, LDE will conduct an additional review to determine whether the LEA has the capacity to carry out the planned interventions not just in each school, but in all of the designated schools as a group. This additional review will seek to answer four primary questions. First, has the LEA established an organizational or governance structure capable of overseeing multiple intervention efforts? Second, has the LEA staffed (or does it have plans to staff) the organizational unit responsible for turnarounds with a team that has the knowledge and capabilities needed to execute the plan? For evidence on those two questions, LDE will examine the LEA's explanation of its organizational and governance structure in its school-level applications. Third, do the LEA's human capital plans have the capacity to generate enough leaders and teachers for all the schools, not just individual schools? For evidence, LDE will examine the LEA's responses to the human capital questions in the school-level application. Fourth, has the LEA budgeted sufficient resources to carry out LEA-level activities demanded by its plans? For evidence on that question, LDE will examine the LEA's responses in the Timeline/Budget section of its school-level applications. If school-level applications do not contain sufficient information to answer these questions, LDE may seek additional information from the LEA. If the LDE determines that the LEA lacks the capacity to carry out interventions in all of the schools as a group, it may grant funding to the LEA for a subset of qualifying schools, and invite the LEA to resubmit the additional schools' applications in subsequent funding competitions.

It is also important to note that the SEA does not plan to take over any schools on the PLA list this year. The SEA also will not provide any direct services to schools not already under SEA-control (direct-run schools in the Recovery School District). There are eligible schools on the PLA list that are currently under SEA-control through the Recovery School District (RSD). The RSD will make a decision about whether to submit an LEA application and implement an intervention model in those schools.

If an LEA does not submit an application for an eligible Tier I or Tier II school, it will be asked to submit why it lacks capacity in writing to the LDE immediately after the deadline for which all applications are due. The LDE will not ask the LEA to submit an application for the respective school(s). It is the LDE's view that an LEA claiming to not have capacity should not be awarded funds, despite any ability on the LDE's behalf to prove otherwise. If an LEA claims to be without capacity, the LDE has no confidence that any intervention plan would be implemented with fidelity.

Louisiana's process and timeline for approving LEA applications

Upon receipt of the SIG final and the interim final requirements through the Federal Register, the Louisiana Department of Education (LDE) held a webinar with its local superintendents, Federal Program and Accountability Directors. The webinar was an opportunity for the LDE to conduct an overview of the SIG requirements and answer questions or field any concerns LEAs may have had early in the process.

The LDE developed a *Notice of Commitment* form for LEAs. Each LEA was given two weeks to identify capacity and commitment level based on the number of eligible schools, the selected intervention for each school, and the anticipated costs for each school's implementation of the intervention. This preliminary budget was meant only to give the LDE an indication of how much money would eventually be requested by LEAs. It was non-binding, and LEAs are free to request a different amount when they submit their actual application. (See attached *Notice of Commitment form*.)

A separate LEA application will be submitted for each eligible school by the intervention model. The SIG Evaluation Committee reviews the plans, using the LEA SIG evaluation rubric to score applications based on comprehensiveness and boldness in addressing all intervention requirements. To ensure inter-rater reliability, the LDE's review process includes multiple reviewers that use weighted rubric score sheets that align to the federal SIG requirements for each intervention model.

The review process includes the following steps:

- Southeast Comprehensive Center and School Improvement staffs train the SIG Evaluation Committee members on the SIG evaluation rubric. The members include members of institutions of higher learning, business community, and retired external experts with experience intervening in persistently lowest achieving schools.
- LDE provides a second webinar with information for district staff on how to write the LEA Application.
- The ratings are recorded on a rubric rating sheet and given an overall score that correlates to an "Acceptable" or "Unacceptable" status. Overall scores will be used to prioritize all applications and determine LEA commitment and capacity.
- The LDE notifies the district of the status of the LEA Application. If the rating is "Acceptable," then the LDE will work with the LEA to finalize their budget in the E-grant system (the LEA will have already submitted a detailed budget with their application, this process relates to LDE approval of that budget). The LEA will then submit a signed Memorandum of Understanding (MOU) to the LDE.
- If the rating is "Unacceptable", for Tier I schools (i.e. it is determined that the LEA does not have the commitment and capacity to intervene in that respective school.), the LDE will work closely with the LEA to revise the plan so that it reaches "Acceptable" status for the second round of HPSI (FY2010 funds). Additional support will be provided to other LEAs as well through the Reform Team (described in the monitoring section).
- The LDE is also developing a School Turnaround Unit in order to build the broader LEA knowledge base and capacity as it relates to intervening in low-achieving schools.

LEA Agreement Timeline

Activity	Date
1 st Webinar: SIG Introduction	January 7, 2010 at 10:00 a.m.
Commitment forms/Tiered Schools to LEAs	January 19, 2010
LEA Commitments deadline	February 3, 2010
SEA application due to USDOE	February 16-22, 2010
BESE agenda – SIG informational	March 9-11, 2010
LEA round one application released (FY 2010)	April 23, 2010
Webinar planning	April 20-21, 2010
2 nd Webinar: Overview of district Intents	March 26, 2010 at 10:00 a.m.
LEA applications and budgets due to LDE	May 10, 2010
LEA applications reviewed by LDE	May 12-30, 2010
Approval of LEA applications and SIG allocations by state	June 2010

Board of Elementary and Secondary Education	
Response and allocations to LEAs	June 2010
LEA Memorandum of Understanding due to LDE and final budgets entered into E-Grant	June 2010
Start of FY2009 SIG	July 2010

How Louisiana will determine whether to renew an LEA’s School Improvement Grant (SIG) if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

Given the large numbers of persistently lowest achieving schools in Louisiana and the relative limits of School Improvement Grants, the state’s LEAs have agreed to implement one of the four intervention models in Tier III schools in the same way they are addressing Tier I and II schools. For this reason, the monitoring, review, and renewal process will be the same for all schools, no matter the tier. The SEA will determine whether to renew an LEA’s School Improvement Grant by looking at each school’s progress on the leading indicators, growth in student achievement in all tested subjects as it relates to the goals outlined by the LEA in its application, and progress toward reaching the LDE’s nine priority outcome goals on an annual basis.

Data for the goals should be derived from Criterion Referenced Tests (CRT) (including Louisiana Educational Assessment Program Alternative Assessment [LAA]), attendance and/or dropout rates, data on percent proficient, Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Pre-K/Kindergarten screening tests, or other standardized assessments and unit assessments.

The schools’ prioritized needs, as they relate to the needs assessment, should be reflected in the goals. Tier I, II, and III schools are encouraged to address improved academic achievement specifically in the areas of reading/language arts and math, but also in science and social studies.

Midway through each year, the LDOE will look at school progress on all available measures. If a school is not progressing on course to meet their annual goal, it will be asked to submit a revised plan that will put it on course to meet their annual goal. If, after plans are revised, a school still does not meet its target, the LDE will consider discontinuing the grant.

How Louisiana will determine whether to renew an LEA’s School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

See previous question

Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

The LDE is undergoing a transition from a compliance-focused organization to a support-focused organization. This transition involves a reorganization that will create a Reform Team tasked with coordinating all parts of the LDOE to measure and report academic progress, identify and disseminate best practices, change the culture of the department, and build state and district capacity. The Reform Team will include District Improvement Superintendents, a Turnaround Unit and a Human Capital Unit. It is our view that “monitoring” in the traditional sense is not enough.

We must not only ensure that LEAs receiving School Improvement Grants are meeting targets, but also provide them with the tools and knowledge necessary to do this tough work well.

The District Improvement Superintendents, all accomplished and well-respected former superintendents, will serve as the principal contacts for the Participating LEA Superintendents and will be responsible for recommending policies that support district and school innovation, removing federal and state barriers to academic progress, facilitating Professional Learning Networks and reviewing important academic data for the purpose of suggesting district-wide and school-based interventions and making determinations about continuation of the grant.

The School Turnaround Unit will be a newly-created office to support the work of the District Improvement Superintendents and Participating LEAs to advance district-initiated school turnaround efforts by identifying interventions, practices or policies. This unit will also include staff dedicated to regularly collecting and analyzing data that can be provided to the District Improvement Superintendents to ensure that all conversations with LEA Superintendents are focused on the academic progress of their students. These staff, both the District Improvement Superintendents and the School Turnaround Analysts, will be housed in our regional service centers in order to be in close proximity to all of the LEAs we'll be supporting. These staff members will have regular and ongoing contact with the LEAs and schools participating in SIG, as their primary responsibilities are to support the participants in these school intervention efforts.

The objective of the Human Capital Unit is to oversee the implementation of all the initiatives associated with increasing and retaining the number of great teachers and leaders, outlined in section D. This office will be staffed by regional support staff including recruitment specialists, teacher and principal performance management specialists and human capital data analysts. The LDE will ensure that SIG funds it awards to an LEA are used to implement one of the four school intervention models in each Tier I, II and III schools. As part of this responsibility, the District Improvement Superintendents will monitor implementation at each school an LEA commits to serve. In particular, they will monitor each Tier I, II and III schools that receives SIG funds to ensure that each school is meeting annual goals for student achievement, state priority goals, and is making progress on leading indicators.

Student achievement and observation data collected through quarterly reviews, beginning Fall 2010, will be reported in a web-based data collection system provided by the Louisiana Department of Education. The web-based system will require the District Improvement Superintendents and their teams to input the following information for each school undergoing one of the four intervention models:

- How does the LEA monitor teacher effectiveness?
- How has the LEA assured equitable distribution of effective teachers?
- Percentage of teacher implementation of the following strategies:
 - Response to Intervention
 - Data Driven Decision Making
 - Job-Embedded Professional Development

In the area of student achievement, the LDE will specifically monitor the extent to which the LEA is meeting annual goals for academic achievement in reading/language arts and mathematics, but will also evaluate progress in science and social studies.

The LDE will also monitor the LEA's progress in the following leading indicators:

- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
- Dropout rate
- Student attendance rate
- Number and percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes
- Discipline incidents
- Truants

- Distribution of teachers by performance level on an LEA's teacher evaluation system
- Teacher attendance rate.

Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

All LEAs will be required to serve their Tier I schools and Tier II schools before serving schools any Tier III schools. The LDE commits first to serving all Tier I and II schools for which an LEA has demonstrated commitment and capacity. All applications thereafter will be prioritized based on the strength of the intervention plan (as measured by the application rubric). Applications will be ranked according to the final rubric score. Once final scores are tallied, applications will be ordered from highest to lowest. Application budgets will be factored in, and the LDE will use the order, along with the final budgets to determine how many and which schools will receiving funding. The LDE commits to providing additional support to LEAs with Tier I schools during the application process, should they need it, to ensure that they put together a plan with a high likelihood of success. But ultimately, prioritization will be determined by commitment, capacity, and comprehensiveness of strategy, as determined by the application rubric.

Describe the criteria that the SEA intends to use to prioritize among Tier III schools.

Because of Louisiana's large number of low-achieving schools, the LDE will only award funds for those Tier III schools that agree to implement one of the four intervention models required of schools in Tiers I and II. From that point, all applications will be prioritized by the same measure described for Tiers I and II. All applications will be prioritized based on the strength of the intervention plan (as measured by the application rubric). All applications will be ranked according to the final rubric score. Once final scores are tallied, applications will be ordered from highest to lowest. Application budgets will be factored in, and the LDE will use the order, along with the final budgets to determine how many and which schools will receiving funding.

B. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, **Louisiana** assures that it will do the following:

- ☐ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ☐ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- ☐ Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- ☐ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final

requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).

- ☐ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ☐ Monitor each LEA's implementation of the interventions supported with school improvement funds.
- ☐ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☐ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- ☐ Report the specific school-level data required in section III of the final requirements.

Describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds.

Louisiana was allocated \$67,608,523, and of that total the LDE will retain 5% (\$3,380,426) from Section 1003(g) at the state level for State-level activities to support schools and districts in their improvement efforts. The LDE has provided webinars and trainings on the intervention models and the application process to LEA staff and their stakeholders. The LDE will enter into agreements with staff from institutions of higher learning, retired practitioners, business community members, and other external experts with experience intervening in persistently lowest achieving schools. The LDE will use admin funds to partially staff its School Turnaround Unit and provide support staff to District Improvement Superintendents. Funds will also be used to provide ongoing professional development to LEAs in our effort to continually build their capacity to successfully implement these interventions.

C. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- ☐ **Louisiana** has consulted with its Committee of Practitioners regarding the information set forth in its application. **COP Meeting** was held on Friday, January 29, 2010 at 9am. See agenda.

The SEA may also consult with other stakeholders that have an interest in its application.

- ☐ **Louisiana** has consulted with other relevant stakeholders, including Webinars on January 7, 2010 and March 26, 2010 with LEA Federal Program Directors, Accountability Directors, local Superintendents and the Committee of Practitioners. We also received feedback from an external education policy consulting firm.

D. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

Louisiana requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

Louisiana believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- ☐ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- ☐ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- ☐ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

Louisiana assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

Louisiana assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

Louisiana assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

Louisiana assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

LDE HPSI Application
Intervention Type: Turnaround/Transformation

General Information	
LEA	
School	
Site Code	
Eligibility tier	
2009-10 student enrollment	
2010-11 anticipated enrollment	
Total money requested	
Chosen intervention model	
Type of needs assessment conducted	
Describe whether or not the LEA has the capacity to use this funding to fully implement the proposed intervention model.	
Results of needs assessment.	
(Summarize here and provide the full assessment results in the appendix.)	

Describe the annual goals for student achievement at this school over the next three years. This should include annual goals for student achievement on state assessments in math and language arts for the entire funding period.

Describe plan for responding if student outcome and leading indicator data show the effort is off-track.

Justification for chosen intervention model.

Description of process for selecting and evaluating external providers (if any) to be used during intervention.

Turnaround/Transformation Implementation Plan

	Description of Activities (if any) Implemented between July 1, 2008 and June 31, 2010	Description of Activities to be implemented between July 1, 2010 and September 30,2013	HPSI Liaison	Implementation Schedule
I. Developing teacher and school leader effectiveness				
A. Required activities. The LEA must—				
Replace the principal who led the school prior to commencement of the intervention transformation model				
Evaluate all existing staff to inform decisions about which teachers (no more than 50%) will be rehired (only for Turnaround)				
Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance				
Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not				

Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies				
Implement strategies designed to recruit, place, and retain effective staff				
B. Permissible activities. An LEA may also implement other strategies for implementing comprehensive instructional reform strategies, such as—				
<ul style="list-style-type: none"> • Providing additional compensation to attract and retain high-quality educators to the school; • Instituting a system for measuring changes in instructional practices resulting from professional development; or • Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 				
II. Comprehensive instructional reform strategies				
A. Required activities. The LEA must—				
Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards; and				

Promote the continuous use of individualized student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students.				
B. Permissible activities. An LEA may also implement other strategies for implementing comprehensive instructional reform strategies, such as—				
<ul style="list-style-type: none"> • Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; • Implementing a school-wide “response-to-intervention” model; or • In secondary schools— <ul style="list-style-type: none"> • Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; • Improving student transition from middle to high school through summer transition programs or freshman academies; or • Increasing graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills. 				
III. Extending learning time and creating community-oriented schools				
A. Required activities. The LEA must—				

Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, or increasing instructional time for core academic subjects* during the school day				
Provide more time for teachers to collaborate, including time for horizontal and vertical planning to improve instruction				
Provide more time or opportunities for enrichment activities for students (e.g., instruction in financial literacy, internships or apprenticeships, service-learning opportunities) by partnering, as appropriate, with other organizations, such as universities, businesses, and museums				
Provide ongoing mechanisms for family and community engagement.				
B. Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as—				
<ul style="list-style-type: none"> • Partnering with parents, faith- and community-based organizations, health clinics, the police department, and others to create safe school environments that meet students' social, emotional and health needs; • Extending or restructuring the school day to add time for such strategies as advisory periods to build relationships between students, faculty, and other school staff; or • Implementing approaches to improve school climate and discipline, such as implementing a 				

system of positive behavioral supports or taking steps to eliminate bullying and student harassment.				
IV. Providing operating flexibility and sustained support				
A. Required activities. The LEA must—				
Give the school leader sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes				
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).				
B. Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as—				
<ul style="list-style-type: none"> • <i>(required activity for turnaround)</i> Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or • Implementing a weighted per-pupil school-based budget formula. 				
V. Providing appropriate social-emotional and community-oriented services and supports for students				
VI. Additional LEA policy changes/flexibilities to support interventions				

VII. Sustainability plan - use of state, federal and/or local dollars to continue successful reforms				
MFP				
Title funds				
Local revenues				
Other funding sources				
VIII. BONUS - collaboration with other LEAs to create economies of scale or expand the reach of successful practices				

Leading Indicators		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10*	2010-11	2011-12	2012-13
Number of minutes within the school year										
Percentage of students at or above each proficiency	American Indian									
	Grade X									
	Asian									
	Grade X									
	Black									
	Grade X									

level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup (add rows for additional grades)	Hispanic										
		Grade X									
	White										
		Grade X									
	Paid										
		Grade X									
	Free and Reduced Lunch										
		Grade X									
	Disabled										
		Grade X									
	Regular and GT										
		Grade X									
	LEP										
		Grade X									
	Non-LEP										
		Grade X									
	Female										
		Grade X									
	Male										
		Grade X									
	Whole School										
		Grade X									
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup (science and social studies)	American Indian										
	Asian										
	Black										
	Hispanic										
	White										
	Paid										
	Free and Reduced Lunch										
	Disabled										
	Regular and GT										
	LEP										
	Non-LEP										

	Female									
	Male									
	Whole School									
Dropout rate										
Student attendance rate										
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes										
Discipline incidents										
Truants										
Distribution of teachers by performance level on an LEA's teacher evaluation system										
Teacher attendance rate										
School Performance										
Baseline School Performance Score										

*2009-10 data may not currently be available

Turnaround/Transformation Evaluation Rubric*

General Information (12 total points)			
(Transformation) If transformation is chosen, there is evidence that teacher quality is such that replacing 50 percent of staff is not necessary OR that it is not a feasible option for the LEA	No - The LEA does not provide evidence, or evidence provided does not demonstrate teacher quality; and/or does not explain why replacement is not a feasible option, or explanation is not clear or reasonable		Yes - The LEA provides evidence of high teacher quality at the school and/or provides clear explanation about why replacement is not a feasible option
(Turnaround) The LEA includes a plan to replace at least 50% of its staff.	No – LEA does not include a plan to replace at least 50% of its staff.		Yes – The LEA provides a plan to replace at least 50% of its staff.
The LEA has conducted a thorough needs assessment such as LANA, Scholastic Audit, Quality Review, SACS, Breaking Ranks II, or High Schools That Work.	No – LEA has not conducted a needs assessment or does not justify method used		Yes – LEA has conducted a needs assessment using a listed or similarly rigorous model
The LEA provides evidence to show that the intervention model selected is appropriate based on the results of the school’s needs assessment.	No - LEA does not provide evidence or it is not clear that the intervention model is informed by needs assessment		Yes - LEA provides compelling evidence that the intervention model closely aligns with the school’s needs
Process for recruiting and evaluating external partners is comprehensive	0 – the LEA plans to use external partners but does not follow a rigorous process for selecting them	3 – the LEA plans to use external partners and details a process for recruitment, selection, contracting monitoring	6 – process for recruiting, selecting, contracting with and monitoring external partners is thorough and complete
The LEA describes ambitious but achievable annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics.	0 - The LEA does not provide annual achievement goals; or goals provided are unrealistic or below state expectations	3 - Annual achievement goals align with state expectations	6 - Achievement goals exceed state targets
Human Capital Strategy (25 total points)			
The LEA describes a plan to replace the principal who led the school prior to commencement of the intervention model	No	Yes	
(Turnaround) The LEA describes a plan to meaningfully evaluate all existing staff to inform decisions about which teachers (no more than 50 %) will be rehired	No	Yes	

*Green highlighted cells indicate elements of the applicant’s plan that will be considered “bold” for purposes of final grant allocations.

The LEA details a plan by which to carefully select a new leadership team and staff (as appropriate)	0 - The LEA does not describe a plan to select a new leader and staff	3 - Plan relies on proven selection methods	5 - Plan will use proven selection methods to apply rigorous criteria among a broad pool of candidates and take into account needs of the school population
The LEA describes a plan to implement strategies designed to recruit, further develop, and retain staff with the skills necessary to meet the needs of the students in a turnaround/transformation school, including one or more of the following: Recruitment beyond traditional entry routes; Offering significant financial incentives; Providing increased opportunities for promotion and career growth, including opportunities to serve larger numbers of students; Offering more flexible work conditions; or other similar strategies designed to build and retain a strong staff	0 - The LEA does not describe a plan to implement recruitment, development or retention strategies	3 - Plan incorporates one or more of the elements listed	5 - Plan demonstrates clear alignment among multiple elements listed into an overall human capital strategy
The LEA details a plan to provide staff ongoing, high-quality, job-embedded professional development that includes the following required elements: Occurs on a regular basis (daily or weekly); Is aligned with the school’s comprehensive instructional and learning supports programs (standards, curriculum, school improvement goals); Involves educators working collaboratively; Is facilitated by instructional leaders, coaches, or mentors with appropriate expertise related to instruction and learning supports; Requires active engagement. And includes one or more of the following illustrative elements: Coaching to enhance classroom and school-wide instructional and learning supports practices; A system for measuring changes in instructional and learning supports practices resulting from PD; Structured common planning time; Meetings with mentors; Consultation with outside experts including LDOE; Observation of classroom and learning supports practices	0 - The LEA does not describe a professional development plan, or the proposed plan does not include the elements listed	3 - Plan includes at least 4 of the required elements listed and at least 1 of the illustrative elements listed	5 - Plan incorporates all of the required elements and more than one of the illustrative elements into a systemic approach to staff development
The LEA details a plan to support teachers’, support staff, and school leaders’ effectiveness using one or more of the following strategies: Ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal; Establishing systems and providing flexibility to remove those teachers who, after receiving ample support and opportunity to improve, have not done so	0 – LEA does not describe a plan to support staff in these ways	3 – Plan includes at least one of these strategies	5 – Plan incorporates both strategies in a coherent approach to staffing flexibility and support

The LEA describes a plan and its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that include the following elements: Takes into account data on student growth as a significant factor; Uses other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; Differentiates teachers into multiple rating categories, with a high bar for achieving the highest ratings; Are designed and developed with teacher, support staff, and principal involvement	0 – LEA does not describe a plan to improve evaluation systems for teachers	3 – Plan describes evaluation systems that include all 4 elements, but only generally asserts a plan to use the ratings to drive improvement	5 – Plan incorporates all 4 elements and details an approach to use ratings as the basis for dismissals, pay, PD, and promotion
Instructional program (16 total points)			
The LEA details a plan to implement an instructional program that: is selected based on data; is research-based and aligned vertically and with state standards; promotes the continuous use of student data to inform and differentiate instruction through progress monitoring and, benchmark assessments	0 – LEA does not describe such a plan, or instructional program does not meet these standards	4 – Plan describes an instructional program with only moderate basis in data, research, and alignment	8 – Plan describes an instructional program that meets all 3 standards and includes a strategy for using benchmark data
<p>The LEA details a plan to implement reform strategies related to comprehensive instructional and learning supports, such as: Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity; Implementing a school-wide RTI model; Providing supports/PD for working with SPED and ELL; Using and integrating technology-based supports and interventions; Increasing rigor (AP, dual enrollment, career coursework); Establishing transition support programs such as:</p> <ul style="list-style-type: none"> • Implementing freshman academies • Summer learning programs • Providing opportunities for credit recovery • Establishing smaller learning communities • Implementing programs for basic skills remediation • Establishing early warning systems (focused on prevention of school adjustment problems, violence, potential dropouts, etc.) 	0 – LEA does not describe a plan to implement instructional and learning supports	4 – Instructional and learning supports include fewer than 4 of the listed strategies and/or does not link them in a coherent program aligned with student needs	8 – Instructional and learning supports include 4 or more of the listed strategies with reasonable coherence and alignment with student needs

Operating flexibilities/governance (24 total points)			
<p>The LEA describes its capacity and plan to grant the principal sufficient operational flexibility to implement a comprehensive approach to instruction and learning supports in order to substantially improve student achievement outcomes and increase high school graduation rates. Rate based on evidence of flexibility in:</p> <ul style="list-style-type: none"> • Staffing • Calendars/time • Budgeting • Other 	<p>0 – LEA does not describe a plan to grant additional operational flexibility</p>	<p>6 – LEA describes a plan to grant additional flexibility over at least one listed factor, but without capacity to do so (such as through changes to LEA policy and/or collective bargaining agreements)</p>	<p>12 – Plan demonstrates capacity (such as through changes to LEA policy and/or collective bargaining agreements) to grant significant additional flexibility over all three listed factors</p>
<p>The LEA describes its capacity and plan to adopt a new governance structure which may include, but is not limited to requiring the school to:</p> <ul style="list-style-type: none"> • Report to a new “turnaround office” in the LEA or SEA • Hire a “turnaround leader” who reports directly to the district Superintendent or Chief Academic Officer • Enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability 	<p>0 – LEA does not describe a plan to adopt a new governance structure</p>	<p>6 – LEA proposes new governance structure such as those listed but does not clearly describe capacity that will lead to additional authority or accountability</p>	<p>12 – LEA proposes new a governance structure and describes its capacity to grant significant additional authority and accountability</p>
Extended learning time/additional supports (12 total points)			
<p>The LEA describes a high-quality plan to increase learning time in the school, such as through:</p> <ul style="list-style-type: none"> • adjustments to the school schedule • lengthening of the school day or year • other 	<p>0 – LEA does not describe a plan to increase learning time by at least 5%</p>	<p>2 – Plan includes increases to learning time by 5-10% through adjustments to the school schedule lengthening of the school year and/or other methods</p>	<p>4 – Plan includes dramatic increases to learning time (more than 10%) through multiple methods</p>
<p>The LEA describes its capacity and plan to provide a comprehensive learning supports system, such as by:</p> <ul style="list-style-type: none"> • Coordinating, integrating, and redeploying LEA resources to support community resources (e.g., health, nutrition, and social services) • Engaging in partnerships with health, nutrition, and social services agencies • Adopting family literacy programs • Adopting other interventions that have been shown to be effective 	<p>0 – LEA does not describe a plan to provide learning supports</p>	<p>2 – Plan demonstrates capacity to provide learning supports, including at least one of the types listed</p>	<p>4 – Plan demonstrates capacity to integrate multiple resources and partners into a comprehensive learning support system</p>

<p>Develop strategies to increase engagement and involvement of parents and community partners, such as through evidence of the following:</p> <ul style="list-style-type: none"> • Outreach to connect with hard-to-reach families • Enhancement of welcoming and social supports for newcomers • Establishment of a range of family involvement opportunities • Holding public meetings to review school performance and develop school improvement plans • Using surveys to gauge satisfaction and support for schools • Implementing complaint procedures for families • Coordinating with local social and health service providers • Providing adult education classes (GED, adult literacy, ELL programs) 	<p>0 – LEA does not detail plans to engage parents and the community</p>	<p>2 – Plan includes multiple strategies of the types listed to engage parents and the community</p>	<p>4 – Plan describes how multiple strategies will inform a coherent plan to integrate family and community partners into school improvement efforts</p>
Timeline/Budget (10 total points)			
<p>LEA's budget indicates the amount of SIG funds used each year to:</p> <ul style="list-style-type: none"> • implement the selected intervention fully and effectively • conduct LEA-level activities designed to support implementation of the selected school intervention model • is of sufficient size and scope to implement the selected interventions 	<p>No – Budget is not sufficient to implement the activities fully and effectively or includes insufficient detail to make a determination</p>		<p>Yes – Budget is aligned and sufficient to implement the proposed activities fully and effectively</p>
<p>The LEA includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention, with the bulk of the intervention components beginning at the start of the 2010-11 school year.</p>	<p>0 – LEA does not include an implementation timeline</p>	<p>1 – Implementation timeline includes detailed steps beginning in year 1 with improvements expected in 3-5 years</p>	<p>3 – Ambitious implementation timeline details steps beginning in year 1, with significant initial improvements expected in year 1</p>
<p>The LEA includes a description of how it will align local, state, and/or federal dollars with SIG money to maximize the funding impact</p>	<p>0 – LEA does not include description of alignment</p>	<p>1 – Partial alignment of other dollars in support of SIG-funded activities</p>	<p>3 – Full alignment of other dollars in support of SIG-funded activities</p>
<p>The LEA includes a description of how it will use local, state, and/or federal dollars to continue effective interventions once SIG funding period ends</p>	<p>0 – LEA does not include sustainability plan</p>	<p>1 – Partial alignment of other dollars to sustain SIG-funded activities</p>	<p>2 – Significant redirection of other dollars will integrate SIG-funded efforts into future LEA operations</p>
<p>The LEA includes a plan for responding when student outcome and leading indicator data show an effort is off-track</p>	<p>0 – LEA does not include a plan for redirection</p>	<p>1 – Plan will enable LEA to recognize and respond if efforts are off-track</p>	<p>2 – Plan will provide sufficient data for LEA to respond quickly if efforts are off-track, and details a system for redirecting school-level efforts through new leadership or other substantial</p>

			changes
BONUS (up to 10 bonus points)			
Collaboration with other LEAs to reach economies of scale in delivery of intervention models, increase effectiveness, and/or continually assess success rates	0 – LEA does not specify a collaboration plan	5 – Collaboration is planned but not documented with an MOU, is vaguely specified, and/or is limited to sharing of information and advice	10 – Planned collaboration is documented with an MOU and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models

LDE HPSI Application

Intervention Type: New Restart

LEAs that intend to "restart" a school during the 2010-11 school year should fill out this intervention application and supply any other available plans (i.e. the school's charter). To be awarded funding, the CMO/EMO used for this model must be in place at the start of the 2010-11 school year. For those schools where a "restart" occurred after July 1, 2008, applicants should complete the "existing restart" application.

General Information	
LEA	
School	
Site Code	
Eligibility tier	
2009-10 student enrollment	
2010-11 anticipated enrollment	
Total money requested	
Type of needs assessment conducted	
Describe whether or not the LEA has the capacity to use this funding to fully implement the proposed intervention model.	
Describe any LEA policies or practices that need to be revised in order to fully implement the proposed intervention model.	
Results of needs assessment.	

(Summarize here and provide the full assessment results in the appendix.)

Describe the annual goals for student achievement at this school over the next three years. This should include annual goals for student achievement on state assessments in math and language arts for the entire funding period.

Describe plan for responding if student outcome and leading indicator data show the effort is off-track.

Justification for chosen intervention model.

Description of process for selecting and evaluating external providers (if any) to be used during intervention.

New Restart Implementation Plan

		HPSI Liaison	Implementation Schedule
I. Selecting a Provider (CMO/EMO)			
Description for recruiting a provider			

Selection process for choosing a provider			
RFP process (if applicable)			
II. Contracting with a Provider			
RFP process (if applicable)			
Proposed contract terms			
III. Operator's reform plan (if operator has already been chosen)			

Plan should: <ul style="list-style-type: none"> • Provide the operator’s reform plan and strategies • Ensure meaningful change at the school • Demonstrate research-based strategies • Demonstrate capacity to implement the proposed strategies • Provide provisions for accountability in any future contract • Align with results of the needs assessment 			
IV. Outreach			
Inform parents and community members of changes			
Enroll, within the grades it serves, any former student who wishes to attend the school			
V. Accountability			
School review or monitoring plan			
VI. BONUS - collaboration with other LEAs to create economies of scale or expand the reach of successful practices			

Leading Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10*	2010-11	2011-12	2012-13
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Number of minutes within the school year										
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (<u>e.g.</u> , Basic, Proficient, Advanced), by grade and by student subgroup (add rows for additional grades)	American Indian									
	Grade X									
	Asian									
	Grade X									
	Black									
	Grade X									
	Hispanic									
	Grade X									
	White									
	Grade X									
	Paid									
	Grade X									
	Free and Reduced Lunch									
	Grade X									
	Disabled									
	Grade X									
	Regular and GT									
	Grade X									
	LEP									
	Grade X									
	Non-LEP									
	Grade X									
	Female									
	Grade X									
	Male									
	Grade X									
	Whole School									
	Grade X									
Student participation rate on State assessments in	American Indian									
	Asian									
	Black									
	Hispanic									

reading/language arts and in mathematics, by student subgroup (science and social studies)	White									
	Paid									
	Free and Reduced Lunch									
	Disabled									
	Regular and GT									
	LEP									
	Non-LEP									
	Female									
	Male									
	Whole School									
Dropout rate										
Student attendance rate										
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes										
Discipline incidents										
Truants										
Distribution of teachers by performance level on an LEA's teacher evaluation system										
Teacher attendance rate										
School Performance										
Baseline School Performance Score										

*2009-10 data may not currently be available

New Restart Evaluation Rubric*

General Information/Operator Selection (48 total points)		
The LEA has conducted a thorough needs assessment such as LANA, Scholastic Audit, Quality Review, SACS, Breaking Ranks II, High Schools That Work, or another assessment of similar rigor and effectiveness.	No – LEA has not conducted a needs assessment or does not justify method used	Yes – LEA has conducted a needs assessment using a listed or similarly rigorous model

The LEA provides evidence to show that the intervention model selected is appropriate based on the results of the school's needs assessment.	No – LEA does not provide evidence or it is not clear that the intervention model is informed by needs assessment		Yes - LEA provides compelling evidence that the intervention model closely aligns with the school's needs	
<p>The LEA details a plan and its capacity to recruit and select the new operator through a rigorous process that includes the following elements:</p> <ul style="list-style-type: none"> • Casts a wide net for potential external providers • Requires operators to detail their reform plan and strategies to ensure meaningful change at the school • Requires operators to use research-based strategies • Requires operators to demonstrate their capacity to implement the proposed plan, including a detailed human capital strategy • Requires operators to describe how their reform plan aligns with results of the school's needs assessment 	0 – LEA does not detail a plan by which to recruit and/or select a new operator	4 – LEA describes a plan that includes most of the required elements but does not demonstrate sufficient capacity to fully execute the plan	8 – LEA describes a plan that includes all of the required elements and a general assertion of its capacity to execute	12 – LEA describes a plan that includes all of the required elements and compelling evidence of its capacity to fully execute the plan
<p>The LEA details a plan and its capacity to contract with and monitor the new operator through a rigorous process that includes the following elements:</p> <ul style="list-style-type: none"> • A performance-based contract that clearly specifies LEA and operator responsibilities, autonomies, and expected outcomes • Provisions by which the LEA will continuously monitor the operator's performance before making determinations about the continuation, renewal and/or extension of the contract 	0 – LEA does not detail a plan to contract with and/or monitor the new operator	4 – LEA describes a plan that includes most of the required elements but does not demonstrate sufficient capacity to fully execute	8 – LEA describes a plan that includes all of the required elements and a general assertion of its capacity to execute	12 – LEA describes a plan that includes all of the required elements and compelling evidence of its capacity to fully execute the plan
The LEA details a plan to support teachers', support staff, and school leaders' effectiveness by ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal, and other schools in the LEA are not required to accommodate departing school staff members without the mutual consent of the teacher/staff member and principal.	0 – LEA does not describe a plan to support staff in these ways		8 – Plan includes these strategies	12 – Plan incorporates both strategies in a coherent approach to staffing flexibility and support
The LEA describes ambitious but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.	0 - The LEA does not provide annual achievement goals; or goals are unrealistic or below state expectations	4 - Annual achievement goals align with state expectations	8 - Achievement goals exceed state targets	12 - Achievement goals exceed state targets and follow a justified trajectory over the next 3-5 years
Outreach (16 total points)				

LEA describes a plan to ensure that the school will enroll, within the grades it serves, any former student who wishes to attend.	No		Yes	
The LEA describes a plan for parent and community outreach	0 – LEA does not provide a plan for parent or community outreach	6 – LEA provides a general plan for parent and community outreach	10 – LEA includes a plan for communicating about the school's restart and opportunities for stakeholder input	16 – LEA includes a detailed communications strategy and multiple opportunities for stakeholder input
Accountability (16 total points)				
The LEA describes a comprehensive plan to monitor the continued performance of the "restart" school	0 – LEA does not include a plan to monitor the school	4 – LEA describes a plan to monitor performance and leading indicator data on an annual basis	8 – LEA describes a plan to monitor performance and leading indicator data on a quarterly basis	
The LEA includes a plan for responding when student outcome and leading indicator data show an effort is off-track	0 – LEA does not include a plan for redirection	4 – Plan will enable LEA to recognize and respond if efforts are off-track	8 – Plan will provide sufficient data for LEA to respond quickly if efforts are off-track, and details a system for redirecting school-level efforts through a new operator or other substantial changes	
Timeline/Budget (20 total points)				
The LEA's budget indicates the amount of SIG funds the LEA will use each year to: <ul style="list-style-type: none">• implement the selected intervention fully and effectively• conduct LEA-level activities designed to support implementation of the selected school intervention model	No (0) – Budget is not sufficient to implement the activities fully and effectively or includes insufficient detail to make a determination		Yes (10) – Budget is aligned and sufficient to implement the proposed activities fully and effectively	
The LEA includes an ambitious but reasonable timeline delineating the steps it and the external provider will take to implement the selected intervention.	0 – LEA does not include an implementation timeline	5 – Implementation timeline includes detailed steps over 3-5 years		10 – Ambitious implementation timeline details steps over 3 years, with significant initial improvements expected in year 1
BONUS (up to 10 bonus points)				

Collaboration with other LEAs to reach economies of scale in delivery of intervention models, increase effectiveness, and/or continually assess success rates	0 – LEA does not specify a collaboration plan	5 – Collaboration is planned but not documented with an MOU, is vaguely specified, and/or is limited to sharing of information and advice	10 – Planned collaboration is documented with an MOU and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models
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*This rubric will be used to evaluate applicants that intend to "restart" a school during the 2010-11 school year. Green highlighted cells indicate elements of the applicant's plan that will be considered "bold" for purposes of final grant allocations.

LDE HPSI Application

Intervention Type: Existing Restart

This application is for schools that have restarted since July 1, 2008. Schools/LEAs that are planning to restart in 2010 should complete the "New Restart" application.

General Information	
LEA	
School	
Site Code	
Eligibility tier	
2009-10 student enrollment	
2010-11 anticipated enrollment	
Total money requested	
Type of needs assessment conducted	
Describe whether or not the LEA has the capacity to use this funding to fully implement the proposed intervention model.	
Describe any LEA policies or practices that need to be revised in order to fully implement the proposed intervention model.	
Results of needs assessment.	

(Summarize here and provide the full assessment results in the appendix.)

Results of needs assessment.

(Summarize here and provide the full assessment results in the appendix.)

Describe the annual goals for student achievement at this school over the next three years. This should include annual goals for student achievement on state assessments in math and language arts for the entire funding period.

Describe plan for responding if student outcome and leading indicator data show the effort is off-track.

Justification for chosen intervention model.
Description of process for selecting and evaluating external providers (if any) to be used during intervention.

Existing Restart Implementation Plan

Description of Processes or Activities		HPSI Liaison	Implementation Schedule
I. Selecting a Provider (CMO/EMO)			
Describe the process through which the provider was selected to operate the school.			
II. Contract terms			
Summarize key contract terms regarding the school's mission and academic approach, performance goals and accountability plan. Provide a copy of the school's current charter/contract.			
III. Operator's reform plan			
Describe previous and planned steps to implement reforms that align with documented needs at the school and include research- and experience-based strategies with significant promise to dramatically increase student achievement. Include a description of the following:			
The operator's reform plan and strategies			
Alignment of strategies with documented needs at the school			
Research base for the strategies			

The operator's capacity (including human capital plan) to implement the proposed strategies			
Parent and community outreach strategies			
IV. Outreach			
Inform parents and community members of changes			
Enroll, within the grades it serves, any former student who wishes to attend the school			
V. Accountability			
Summarize the school review or monitoring plan			
VI. BONUS - collaboration with other LEAs to create economies of scale or expand the reach of successful practices			

Leading Indicators		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10*	2010-11	2011-12	2012-13
Number of minutes within the school year										
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (<u>e.g.</u> , Basic, Proficient, Advanced), by grade and by student subgroup (add rows for additional grades)	American Indian									
	Grade X									
	Asian									
	Grade X									
	Black									
	Grade X									
	Hispanic									
	Grade X									
	White									
	Grade X									
	Paid									
	Grade X									
	Free and Reduced Lunch									
	Grade X									
	Disabled									
	Grade X									
	Regular and GT									
	Grade X									
	LEP									
	Grade X									
	Non-LEP									
	Grade X									
	Female									
	Grade X									
	Male									
	Grade X									
	Whole School									
	Grade X									
Student participation rate	American Indian									
	Asian									
	Black									

on State assessments in reading/language arts and in mathematics, by student subgroup (science and social studies)	Hispanic									
	White									
	Paid									
	Free and Reduced Lunch									
	Disabled									
	Regular and GT									
	LEP									
	Non-LEP									
	Female									
	Male									
	Whole School									
Dropout rate										
Student attendance rate										
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes										
Discipline incidents										
Truants										
Distribution of teachers by performance level on an LEA's teacher evaluation system										
Teacher attendance rate										
School Performance										
Baseline School Performance Score										

*2009-10 data may not currently be available

Existing Restart Evaluation Rubric*

General Information/Operator Selection (52 total points)				
The applicant describes a rigorous process through which it will be monitored that includes the following elements: <ul style="list-style-type: none"> •A performance-based contract that clearly specifies the operator's responsibilities, autonomies, and expected outcomes •Provisions by which the LEA will continuously monitor the operator's performance before making determinations about the continuation, renewal and/or extension of the contract 	0 – Applicant does not detail a plan by which it will be monitored	6 – Applicant describes a plan that includes most of the required elements	12 – Applicant describes a plan that includes all of the required elements and compelling evidence of both partners' capacity to fully execute the plan	
The applicant details a plan to support teachers', support staff, and school leaders' effectiveness by ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal.	0 – Applicant does not describe a plan to support staff in these ways	4 – Applicant proposes a plan to ensure mutual consent hiring	8 – Applicant includes a plan and demonstrates capacity to ensure mutual consent hiring	
The applicant describes a plan and its capacity to implement reforms that: align with documented needs at the school and include research- and experience-based strategies with significant promise to dramatically increase student achievement.	0 – Applicant does not detail a reform plan	8 – Applicant describes a plan that includes most of the required elements but does not demonstrate sufficient capacity to fully execute	16 – Applicant describes a plan that includes all of the required elements and a general assertion of its capacity to execute	20 – Applicant describes a plan that includes all of the required elements and compelling evidence of its capacity to fully execute the plan
The Applicant describes ambitious but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.	0 - The Applicant does not provide annual achievement goals; or goals are unrealistic or below state expectations	4 - Annual achievement goals align with state expectations	8 - Achievement goals exceed state targets	12 - Achievement goals exceed state targets and follow a justified trajectory over the next 3-5 years
Outreach (12 total points)				
Applicant describes a plan to ensure that the school will enroll, within the grades it serves, any former student who wishes to attend.	No	Yes		

*This rubric will be used to evaluate schools where a "restart" occurred after July 1, 2008. Green highlighted cells indicate elements of the applicant's plan that will be considered "bold" for purposes of final grant allocations.

The Applicant describes a plan for parent and community outreach	0 – Applicant does not provide a plan for parent or community outreach	4 – Applicant provides a general plan for parent and community outreach	8 – Applicant includes a plan for communicating about the school’s restart and opportunities for stakeholder input	12 – Applicant includes a detailed communications strategy and multiple opportunities for stakeholder input
Accountability (16 total points)				
The Applicant describes a comprehensive plan by which the continued performance of the "restart" school will be monitored	0 – Applicant does not include a plan by which school performance will be monitored	4 – Applicant describes a plan to monitor performance and leading indicator data on an annual basis	8 – Applicant describes a plan to monitor performance and leading indicator data on a quarterly basis	
The Applicant includes a plan for responding when student outcome and leading indicator data show an effort is off-track	0 – Applicant does not include a plan for redirection	4 – Plan will enable Applicant to recognize and respond if efforts are off-track	8 – Plan will provide sufficient data for Applicant to respond quickly if efforts are off-track, and details a system for redirecting school-level efforts through a new leader or other substantial changes	
Timeline/Budget (20 total points)				
The Applicant’s budget indicates the amount of SIG funds the Applicant will use each year to implement the selected intervention fully and effectively.	No (0) – Budget is not sufficient to implement the activities fully and effectively or includes insufficient detail to make a determination		Yes (10) – Budget is aligned and sufficient to implement the proposed activities fully and effectively	
The Applicant includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention.	0 – Applicant does not include an implementation timeline	5 – Implementation timeline includes detailed steps over 3-5 years	10 – Ambitious implementation timeline details steps over 3 years, with significant initial improvements expected in year 1	

BONUS (up to 10 bonus points)			
Collaboration with other Applicants to reach economies of scale in delivery of intervention models, increase effectiveness, and/or continually assess success rates	<i>0 – Applicant does not specify a collaboration plan</i>	<i>5 – Collaboration is planned but not documented with an MOU, is vaguely specified, and/or is limited to sharing of information and advice</i>	<i>10 – Planned collaboration is documented with an MOU and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models</i>

LDE HPSI Application
Intervention Type: Closure

General Information	
LEA	
School	
Site Code	
Eligibility tier	
2009-10 student enrollment	
2010-11 anticipated enrollment	
Total money requested	
Type of needs assessment conducted	
Describe whether or not the LEA has the capacity to use this funding to fully implement the proposed intervention model.	
Describe any LEA policies or practices that need to be revised in order to fully implement the proposed intervention model.	
Results of needs assessment.	
(Summarize here and provide the full assessment results in the appendix.)	
Justification for chosen intervention model.	

Description of process for selecting and evaluating external providers (if any) to be used during intervention.

Closure Implementation Plan

Key Activities		Implementation Schedule
I. Dissemination of Information		
Evidence that all students enrolled in the school to be closed will have an opportunity to attend higher-performing schools in the LEA, including new schools for which performance data is not yet available, within reasonable proximity to the school to be closed		

Providing parents, students, community members, etc., with information about the school's closure and any related services or opportunities that will be provided		
II. Services Provided		
For students		
For parents		
For teachers		
III. Orientation Activities		
For students		
For parents		
IV. School Assignments		

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*It will be assumed that all closure activities will occur during the 2010-11 school year, and funding will be provided as a one-time allotment, unless a compelling reason otherwise is presented.

Closure Evaluation Rubric*

General Information (45 total points)			
The LEA has conducted a thorough needs assessment such as LANA, Scholastic Audit, Quality Review, SACS, Breaking Ranks II, High Schools That Work, or another assessment of similar rigor and effectiveness	No – LEA has not conducted a needs assessment or does not justify method used		Yes – LEA has conducted a needs assessment using a listed or similarly rigorous model
The LEA provides evidence to show that the intervention model selected is appropriate based on the results of the school's needs assessment	No – LEA does not provide evidence or it is not clear that the intervention model is informed by needs assessment		Yes – LEA provides compelling evidence that the intervention model closely aligns with the school's needs
The LEA provides evidence that all students enrolled in the school to be closed will have an opportunity to attend higher-performing schools in the LEA, including new schools for which performance data is not yet available	0 – LEA does not provide evidence that students will have an opportunity to enroll in higher-performing schools in the LEA	10 – LEA provides evidence that all students will have an opportunity to enroll in higher-performing schools	16 – LEA provides strong evidence that all students will have multiple options to enroll in higher-performing schools
The LEA provides evidence that the other schools in which students may enroll are within reasonable proximity to the school to be closed and/or that students will not be unduly inconvenienced by travel to the new school location	0 – LEA does not provide evidence of proximity or reasonable travel	10 – LEA provides evidence that other schools are within reasonable proximity and/or that students will not be unduly inconvenienced	16 – LEA provides evidence that students will have multiple school options all within reasonable proximity to the school to be closed
The LEA details a plan to ensure that departing school staff members are not assigned to other schools in the LEA without the mutual consent of the teacher/staff member and principal.	0 – LEA does not describe a plan to support staff in these ways		8 – Plan ensures mutual consent hiring for staff members departing from the closed school

Process for recruiting and evaluating any external partners is comprehensive	0 – the LEA plans to use external partners but does not follow a rigorous process for selecting them	3 – the LEA plans to use external partners and details a process for recruitment, selection, contracting monitoring	5 – recruitment efforts cast a wide net for external partners, selection process is thorough and rigorous, contracts are clear and performance-based; OR the LEA does not plan to use any external partners.	
Outreach (40 total points)				
The LEA describes a plan for parent and community outreach	0 – LEA does not provide a plan for parent or community outreach	8 – LEA provides a general plan for communicating about the school’s closure	15 – LEA includes a detailed outreach strategy for students, parents and other stakeholders	20 – LEA will use multiple strategies to communicate with students, parents and other stakeholders
*Green highlighted cells indicate elements of the applicant’s plan that will be considered “bold” for purposes of final grant allocations.				
The LEA describes a plan and its capacity (through the LEA or its partners) to help parents and students transition to new schools, such as through: • Orientation activities designed for students attending a new school • Training for principals and teachers at receiving schools • Other transition supports, such as home visits or counseling for students and families	0 – LEA does not provide a plan to help students and parents transition to new schools	8 – LEA provides a general plan to help students and parents transition to new schools	15 – LEA provides a detailed plan to transition parents and students to new schools, including one or more of the supports listed	20 – LEA provides a detailed transition plan that includes many of the supports listed and demonstrates significant capacity to implement the plan
Timeline/Budget (15 total points)				
The LEA’s budget indicates the amount of SIG funds the LEA will use each year to: • implement the selected intervention fully and effectively • conduct LEA-level activities designed to support implementation of the school closure plan	No – Budget is not sufficient to implement the activities fully and effectively or includes insufficient detail to make a determination		Yes – Budget is aligned and sufficient to implement the proposed activities fully and effectively	
The LEA includes an ambitious but reasonable timeline delineating the steps it will take to close the school, successfully transition all students, and wind up the school’s affairs	0 – LEA does not include an implementation timeline	8 – Implementation timeline includes steps to be taken over the course of 1 year	15 – Implementation timeline details steps over one or more years, with thoughtful rationale for any continuation of services beyond year 1	
BONUS (up to 10 bonus points)				

Collaboration with other LEAs to reach economies of scale in delivery of intervention models, increase effectiveness, and/or continually assess success rates	0 – <i>LEA does not specify a collaboration plan</i>	5 – <i>Collaboration is planned but not documented with an MOU, is vaguely specified, and/or is limited to sharing of information and advice</i>	10 – <i>Planned collaboration is documented with an MOU and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models</i>
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Budget Template

LEAs must complete a separate budget template for each school for which it hopes to receive a grant award, and one budget template per school for any amount of the request grant it plans to spend on LEA-level activities (last tab in this template). Although HPSI will only provide funding for a period of three years, there is space in this template for the LEA to describe the amount of funds it would be willing to redirect to maintain intervention activities in Years 4 and 5. This information will be used to evaluate the LEA's commitment to align funds during the grant period and sustain reforms after the grant period ends in September 2013.

HPSI Application*
Budget Summary

Categories	2010-11	2011-12	2012-13	2013-14	2014-15	Total
100 Salaries						\$0.00
200 Employee Benefits						\$0.00
300 Purchased Professional/Tech Svcs						\$0.00
400 Purchased Property Services						\$0.00
500 Other Purchased Services						\$0.00
600 Supplies						\$0.00
800 Other Objects						\$0.00
Subtotal - Operating Budget						\$0.00
700 Property						\$0.00
900 Other Uses of Funds						\$0.00

*Total amount of SIG funding requested may not exceed \$2M per eligible school, per LEA

HPSI Application
School-level Budget Narrative

Description	Amount
Human Capital Strategy	
<i>Provide a brief description of the expenditures related to each element of the human capital strategy for the eligible school. The lines below are provided as examples of possible expenditures. The LEA may modify and/or add to these lines to reflect actual elements of its plan.</i>	
Recruiting a new leader and additional staff	
Evaluating existing staff to inform dismissal decisions	
Selecting a new leader and staff	
staff	
Providing ongoing, high-quality, job-embedded professional development, including expenses for instructional leaders, coaches, mentors, additional common planning time, consultation with outside experts or other strategies	
Supporting teacher, staff and leader effectiveness through mutual consent hiring and/or performance-based dismissals, including through buyouts or negotiations	
Developing rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals	
Instructional Program	
<i>Provide a brief description of the expenditures related to each element of the LEA's proposed instructional program. The lines below are provided as examples of possible expenditures. The LEA may modify and/or add to these lines to reflect actual elements of its plan.</i>	
Selecting and implementing an instructional program	
Implementing reform strategies related to comprehensive instructional and learning supports, such as a school-wide RTI model, technology-based supports and interventions, rigorous coursework, transition support programs, or other similar strategies	
Selecting and contracting with an external provider/operator	
Governance	
<i>Provide a brief description of the expenditures related to each element of the LEA's governance plan for the eligible school. The lines below are provided as examples of possible expenditures. The LEA may modify and/or add to these lines to reflect actual elements of its plan.</i>	
Granting additional operational autonomy, such as over staffing, calendars, budgeting or other factors	
Adopting a new governance structure such as a district turnaround office, direct report to the district superintendent, or multi-year contract between the school and LEA or SEA	
Extended Learning Time/Additional Supports	

Provide a brief description of the expenditures related to each element of the LEA's plan to increase learning time and provide additional supports. The lines below are provided as examples of possible expenditures. The LEA may modify and/or add to these lines to reflect actual elements of its plan.

Increasing learning time, such as through adjustments to the school schedule, lengthening of the school day or year, or other strategies	
Providing a comprehensive learning supports system, such as through coordinated community resources, partnerships with local agencies, family literacy programs or other similar strategies	
Engaging parents and community partners, such as through direct outreach, orientation programs, public meetings, surveys, coordination with local agencies, or other strategies	
Providing transition supports for impacted students	

Accountability

Provide a brief description of the expenditures related to the LEA's plan for monitoring and accountability in the eligible school. The lines below are provided as examples of possible expenditures. The LEA may modify and/or add to these lines to reflect actual elements of its plan.

Ongoing monitoring of results	
Developing systems to respond if student outcome and leading indicator data show an effort is off-track	

Budget Alignment

Describe how the LEA will align local, state, and/or federal dollars with SIG money to maximize the funding impact

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Describe how the LEA will use local, state, and/or federal dollars to continue effective interventions once SIG funding period ends

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BONUS

Provide a brief description of costs and amounts related to collaboration with other LEAs in delivery of intervention models, program evaluation, or other activities

HPSI Application

School-level Budget Detail

Category	Budget Item	Description	2010-11	2011-12	2012-13	2013-14	2014-15	Total
100 Salaries								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
200 Employees Benefits								\$ -
								\$ -
								\$ -
								\$ -
300 Purchased Professional/Tech Svcs								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
400 Purchased Property Services								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
500 Other Purchased Services								\$ -
								\$ -

HPSI Application

LEA-level Budget Detail

Category	Budget Item	Description	2010-11	2011-12	2012-13	2013-14	2014-15	Total
100 Salaries								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
200 Employees Benefits								\$ -
								\$ -
								\$ -
								\$ -
300 Purchased Professional/Tech Svcs								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
400 Purchased Property Services								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
500 Other Purchased Services								\$ -
								\$ -
								\$ -

<p style="text-align: center;">STATE OF LOUISIANA DEPARTMENT OF EDUCATION MEMORANDUM OF UNDERSTANDING</p>
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This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education (“State”) and the <District> School Board (“District” or “LEA”) for the purpose of assuring, under the following terms and conditions, that an LEA which receives an allocation of the State’s 1003(g) School Improvement Grant (SIG) funds through Louisiana’s High-Performance Schools Initiative (HPSI), will use said SIG funds to help support intensive school turnaround interventions as outlined by the U.S. Department of Education.

1. Background

School Improvement Grants will provide substantial funding that must be used by participating LEAs to support multi-faceted interventions in persistently low-achieving schools. The State’s High-Performance Schools Initiative (HPSI) supports districts willing to foster innovation and accelerated academic success and fully implement one the four USDOE-defined turnaround models in their struggling schools.

2. Goals and Objectives

The goal of this MOU is to provide funding for the effective implementation of the turnaround and transformation models designed to improve academic outcomes in schools that receive school improvement funds.

3. LEA Responsibilities and Assurances

In accepting an allocation under the State’s 1003(g) SIG, the Participating LEA agrees to and assures the following:

The LEA has all requisite power and authority to execute this MOU.

The LEA will comply with all of the terms of 1003(g) SIG and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 76, 77, 80, 82, 84, 85, 97, and 99).

The LEA assures that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I, Tier II, and Tier III school that the LEA commits to serve and that the SEA deems it has the commitment and capacity to serve, consistent with the final requirements

The LEA assures that a thorough needs assessment has been conducted on each school it commits to serve, and that planned interventions are designed to address the results of the needs assessment.

The LEA assures that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds.

The LEA assures that, if it implements a restart model in any school, it will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.

The LEA assures that it will report to the SEA the school-level data required under section III and all other data elements outlined in the final requirements.

Should the LEA choose to hire an external provider, the LEA assures that the provider has a record of success providing the specified services to schools in a similar region serving students of similar demographics.

The LEA assures that, for each school it commits to serve: (1) the LEA has analyzed the needs of each school and selected an intervention for each school; and (2) the LEA has the capacity to use SIG funds to provide adequate resources and related support to each school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The LEA assures that it will align other resources with the interventions in order to further their impact, and sustain successful reforms after the funding period ends.

The LEA assures that the interventions designed and implemented with these funds are consistent with the final requirements and the application it submitted to LDOE.

4. State Responsibilities and Assurances

In assisting the LEAs in properly utilizing an allocation under the State's 1003(g) SIG, the State agrees to and assures the following:

The State will work collaboratively with and support the Participating LEA in utilizing 1003(g) SIG funds.

The State will timely distribute the LEA's portion of 1003(g) SIG funds.

The State will provide feedback and technical assistance to the LEA's annual leading indicator results and quarterly monitoring.

5. Joint Responsibilities and Assurances

The State and the Participating LEA will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the goals of this MOU.

The State and the Participating LEA will each appoint a key contact person.

These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

6. Modification

This Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with USED.

7. State recourse for LEA non-performance

If the State determines that the LEA is not meeting its responsibilities and assurances, the State will take appropriate action, which could include a collaborative process between the State and the LEA.

8. Duration/Termination

This Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received/allocated, ending upon the expiration of the grant project period, upon mutual agreement of the parties, or as otherwise stated in this agreement, whichever occurs first.

9. ENTIRE AGREEMENT

This MOU, (together with any addenda, appendix, or exhibits specifically incorporated herein by reference) constitutes the entire agreement between the parties with respect to the subject matter.

SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

**School Improvement Grant
Tier I Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate	Newly Eligible
Caddo	00161	Fair Park High School	Tier 1	45.45	N
Caddo	00163	Green Oaks High School	Tier 1	47.1	N
Caddo	00208	Booker T. Washington High School	Tier 1	52	N
Caddo	00212	Woodlawn High School	Tier 1	47.65	N
East Baton Rouge	00387	Istrouma Senior High School	Tier 1	49.5	N
East Baton Rouge	00434	Tara High School	Tier 1	54.2	N
Jefferson	00585	Bonnabel Magnet Academy High School	Tier 1	53.15	N
Jefferson	00598	John Ehret High School	Tier 1	59.75	N
Jefferson	00654	West Jefferson High School	Tier 1	55	N
City of Monroe	00787	Carroll High School	Tier 1	53.55	N
Recovery School District	00865	Joseph S. Clark Senior High School	Tier 1	9.65	N
Recovery School District	00953	Fredrick A. Douglass High School	Tier 1	7.4	N
Recovery School District	00928	John McDonogh Senior High School	Tier 1	19.95	N
Recovery School District	00961	Rabouin Career Magnet High School	Tier 1	17.5	N
Recovery School District	01933	Sarah Towles Reed Senior High School	Tier 1	21.1	N

**School Improvement Grant
Tier II Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
Acadia	00006	Crowley High School	Tier 2	53.45
Assumption	00048	Assumption High School	Tier 2	55.15
Avoyelles	00073	Marksville High School	Tier 2	57.5
Caddo	00169	Huntington High School	Tier 2	59.1
Iberia	00519	Jeanerette Senior High School	Tier 2	48.15
Natchitoches	00834	Natchitoches Central High School	Tier 2	57.3
Pointe Coupee	01029	Livonia High School	Tier 2	58.45

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
Acadia	00021	Ross Elementary School	Tier 3	0
Acadia	00022	South Crowley Elementary School	Tier 3	0
Acadia	00007	Crowley Middle School	Tier 3	0
Algier Charter School Assoc	00946	Harriet Tubman Elementary School	Tier 3	0
Algier Charter School Assoc	00779	McDonogh #32 Elementary School	Tier 3	0
Algier Charter School Assoc	00885	William J. Fischer Elementary School	Tier 3	0
Algier Charter School Assoc	01503	Dwight D. Eisenhower Elementary School	Tier 3	0
Assumption	00051	Belle Rose Primary School	Tier 3	0
Assumption	00042	Lowery Intermediate School	Tier 3	0
Assumption	00036	Donaldsonville High School	Tier 3	68.3
Assumption	00047	Lowery Elementary School	Tier 3	0
Avoyelles	00062	Bunkie Middle School	Tier 3	0
Avoyelles	00063	Bunkie High School	Tier 3	61.6
Avoyelles	00061	Bunkie Elementary School	Tier 3	0
Avoyelles	00074	Marksville Middle School	Tier 3	0
Avoyelles	00071	Mansura Middle School	Tier 3	0
Bienville	00091	Bienville High School	Tier 3	65
Bienville	00094	Crawford Elementary School	Tier 3	0
Bienville	00090	Arcadia High School	Tier 3	74.4
Bienville	00098	Ringgold High School	Tier 3	69.2
Bogalusa City	00839	Bogalusa High School	Tier 3	63.3
Bogalusa City	00655	Bogalusa Middle School	Tier 3	0
Bogalusa City	00811	Pleasant Hill Elementary School	Tier 3	0
Bossier	00131	Carrie Martin Elementary School	Tier 3	0
Bossier	00129	Meadowview Elementary School	Tier 3	0
Bossier	00132	Plain Dealing High School	Tier 3	75
Caddo	00144	Bethune Middle Academy	Tier 3	0

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
Caddo	00155	J. S. Clark Middle School	Tier 3	0
Caddo	00174	Linear Middle School	Tier 3	0
Caddo	00175	Linwood Middle School	Tier 3	0
Caddo	01510	Midway Professional Development Center	Tier 3	0
Caddo	00202	Sunset Acres Elementary School	Tier 3	0
Caddo	00152	Central Elementary School	Tier 3	0
Caddo	00143	Barret Elementary School	Tier 3	0
Caddo	00150	Caddo Heights Elementary School	Tier 3	0
Caddo	00142	Atkins Technology Elementary School	Tier 3	0
Caddo	00209	Werner Park Elementary School	Tier 3	0
Caddo	00167	Caddo Middle Career and Technology School	Tier 3	0
Caddo	00211	Westwood Elementary School	Tier 3	0
Caddo	00188	Queensborough Elementary School	Tier 3	0
Caddo	00146	Broadmoor Middle Laboratory School	Tier 3	0
Caddo	00179	Newton Smith Elementary School	Tier 3	0
Caddo	00194	North Caddo High School	Tier 2	66
Caddo	00172	Lakeshore Elementary School	Tier 3	0
Caddo	00180	North Highlands Elementary School	Tier 3	0
Caddo	01676	Turner Elementary/Middle School	Tier 3	0
Caddo	00170	Ingersoll Elementary School	Tier 3	0
Caddo	00183	Oak Park Elementary School	Tier 3	0
Caddo	00189	Ridgewood Middle School	Tier 3	0
Caddo	00199	E.B. Williams Stoner Hill Elem Lab School	Tier 3	0
Caddo	00197	Southwood High School	Tier 3	65.35
Caddo	00166	Hillsdale Elementary School	Tier 3	0
Caddo	00153	Cherokee Park Elementary School	Tier 3	0
Calcasieu	00260	Reynaud Middle School	Tier 3	0
Calcasieu	01677	Pearl Watson Elementary School	Tier 3	0
Calcasieu	00251	Ray D. Molo Middle Magnet School	Tier 3	0
Calcasieu	00222	Jessie D. Clifton Elementary School	Tier 3	0
Calcasieu	00272	Washington/Marion Magnet High School	Tier 3	71.8

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
Choice Foundation	01622	New Orleans Free Academy	Tier 3	0
Choice Foundation	00936	McDonogh #28 City Park Academy	Tier 3	0
Choice Foundation	00914	Lafayette Academy of New Orleans	Tier 3	0
City of Baker	00343	Baker Middle School	Tier 3	0
City of Baker	01346	Park Ridge Elementary School	Tier 3	0
City of Baker	01307	Bakerfield Elementary School	Tier 3	0
City of Monroe	00788	Carroll Junior High School	Tier 3	0
City of Monroe	00794	Martin Luther King Jr. Middle School	Tier 3	0
City of Monroe	01997	Wossman High School	Tier 3	61.95
Claiborne	00311	Homer High School	Tier 3	66.7
Claiborne	00312	Homer Junior High School	Tier 3	0
Concordia	00318	Ferriday Junior High School	Tier 3	0
Concordia	00321	Ferriday Upper Elementary School	Tier 3	0
Concordia	00317	Ferriday High School	Tier 3	78.9
Crestworth Learning Academy	00369	Crestworth Middle School	Tier 3	
DeSoto	00623	Mansfield Elementary School PK-5	Tier 3	0
DeSoto	00334	Mansfield High School	Tier 3	65.9
DeSoto	00626	Mansfield Middle School 6-8	Tier 3	0
DeSoto	00335	Pelican All Saints High School	Tier 3	82.3
Dryades YMCA	01208	James M. Singleton Charter School	Tier 3	0
East Baton Rouge	00446	Winbourne Elementary School	Tier 3	0
East Baton Rouge	00407	Park Elementary School	Tier 3	0
East Baton Rouge	00360	Capitol Middle School	Tier 3	0
East Baton Rouge	00346	Banks Elementary School	Tier 3	0
East Baton Rouge	00354	Broadmoor Middle School	Tier 3	0
East Baton Rouge	00371	Delmont Elementary School	Tier 3	0
East Baton Rouge	00413	Polk Elementary School	Tier 3	0
East Baton Rouge	00385	Howell Park Elementary School	Tier 3	0
East Baton Rouge	00399	Merrydale Elementary School	Tier 3	0
East Baton Rouge	01690	Scotlandville Elementary School	Tier 3	0

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
East Baton Rouge	00409	Park Forest Middle School	Tier 3	0
East Baton Rouge	00367	Claiborne Elementary School	Tier 3	0
East Baton Rouge	01703	White Hills Elementary School	Tier 3	0
East Baton Rouge	00381	Greenville Elementary School	Tier 3	0
East Baton Rouge	00365	Northeast High School	Tier 3	64.55
East Baton Rouge	00436	University Terrace Elementary School	Tier 3	0
East Baton Rouge	00408	Park Forest Elementary School	Tier 3	0
East Baton Rouge	00398	Melrose Elementary School	Tier 3	0
East Baton Rouge	00417	Progress Elementary School	Tier 3	0
East Baton Rouge	00423	Scotlandville Magnet High School	Tier 3	63.85
East Baton Rouge	00388	Jefferson Terrace Elementary School	Tier 3	0
East Baton Rouge	00356	Brookstown Elementary School	Tier 3	0
East Baton Rouge	00350	Belfair Montessori School	Tier 3	0
East Baton Rouge	00438	Villa del Rey Elementary School	Tier 3	0
East Baton Rouge	00432	Southeast Middle School	Tier 3	0
East Baton Rouge	00378	Glen Oaks Senior High School	Tier 3	64.45
East Baton Rouge	00390	LaBelle Aire Elementary School	Tier 3	0
East Baton Rouge	00425	Sharon Hills Elementary School	Tier 3	0
East Baton Rouge	00355	Broadmoor Senior High School	Tier 3	65.05
East Baton Rouge	00383	Highland Elementary School	Tier 3	0
East Baton Rouge	00443	Westminster Elementary School	Tier 3	0
East Baton Rouge	00380	Greenbrier Elementary School	Tier 3	0
East Baton Rouge	00435	Twin Oaks Elementary School	Tier 3	0
East Baton Rouge	00416	Northeast Elementary School	Tier 3	0
East Baton Rouge	00373	Capitol Elementary School	Tier 3	
East Carroll	00455	Monticello High School	Tier 3	78.3
East Carroll	00454	Lake Providence Senior High School	Tier 3	71.4
East Feliciana	00465	Jackson High School	Tier 3	65.25
East Feliciana	00464	Jackson Elementary School	Tier 3	0
East Feliciana	01805	Jackson Middle School	Tier 3	0
East Feliciana	00459	Clinton Elementary School	Tier 3	0

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
Evangeline	00482	Ville Platte High School	Tier 1	68.15
Franklin	00496	Winnsboro Elementary School	Tier 3	0
Grant	00497	Colfax Elementary School	Tier 3	0
Iberia	00514	Hopkins Street Elementary School	Tier 3	0
Iberia	00505	Anderson Middle School	Tier 3	0
Iberia	00525	Westgate High School	Tier 2	65.15
Iberia	00527	New Iberia Senior High School	Tier 2	70.35
Iberville	00543	Plaquemine Senior High School	Tier 3	61.6
Iberville	00550	White Castle High School	Tier 3	77.2
Iberville	00803	Iberville Elementary School	Tier 3	0
Iberville	01998	North Iberville Elementary/High School	Tier 3	69.5
Jefferson	01884	Harry S. Truman Middle School	Tier 3	0
Jefferson	00641	Norbert Rillieux Elementary School	Tier 3	0
Jefferson	00658	Stella Worley Middle School	Tier 3	0
Jefferson	01681	Woodmere Elementary School	Tier 3	0
Jefferson	00609	Gretna Middle School	Tier 3	0
Jefferson	00639	Vic A. Pitre Elementary School	Tier 3	0
Jefferson	00344	Lucille Cherbonnier Elementary School	Tier 3	0
Jefferson	00632	L.H. Marrero Middle School	Tier 3	0
Jefferson	00612	Shirley Johnson/Gretna Park Elementary School	Tier 3	0
Jefferson	00648	Catherine Strehle Elementary School	Tier 3	0
Jefferson	00605	Henry Ford Middle School	Tier 3	0
Jefferson	00630	Livaudais Middle School	Tier 3	0
Jefferson	00651	Miller Wall Elementary School	Tier 3	0
Jefferson	00635	McDonogh #26 Elementary School	Tier 3	0
Jefferson	00620	L.W. Higgins High School	Tier 3	60.75
Jefferson	00102	Westwego Elementary School	Tier 3	0
Jefferson	01813	Joshua Butler Elementary School	Tier 3	0
Jefferson	00653	Joseph S. Maggiore Sr. Elementary School	Tier 3	0
Jefferson	00591	George Cox Elementary School	Tier 3	0
Jefferson	00621	Homedale School	Tier 3	0

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
Jefferson	00599	Ellender Middle School	Tier 3	0
Jefferson	00656	Woodland West Elementary School	Tier 3	0
Jefferson	00595	Ella Dolhonde Elementary School	Tier 3	0
Jefferson	01881	Geraldine Boudreaux Elementary School	Tier 3	0
Jefferson	00588	Bridgedale Elementary School	Tier 3	0
Jefferson	00592	Helen Cox High School	Tier 3	63.45
Jefferson	00638	Kate Middleton Elementary School	Tier 3	0
Jefferson	00644	Theodore Roosevelt Middle School	Tier 3	0
Jefferson	00652	Washington Montessori	Tier 3	
Jefferson	00590	Cancy Elementary School for the Arts	Tier 3	
Lafayette	00684	N. P. Moss Middle School	Tier 3	0
Lafayette	00662	Alice N. Boucher Elementary School	Tier 3	0
Lafayette	00672	J.W. Faulk Elementary School	Tier 3	0
Lafayette	00677	Lafayette Middle School	Tier 3	0
Lafourche	00716	Raceland Middle School	Tier 3	0
Madison	00938	Madison Middle School	Tier 3	0
Milestone SABIS	01694	Milestone SABIS Academy of New Orleans	Tier 3	0
MLK Charter Association	00174	Linear Middle School	Tier 3	
Monroe City Schools	00792	Clara Hall Accelerated School	Tier 3	
Morehouse	00804	Henry V. Adams Elementary School	Tier 3	0
Morehouse	01961	Cherry Ridge Elementary School	Tier 3	0
Morehouse	00820	South Side Elementary School	Tier 3	0
Morehouse	00807	Morehouse Junior High School	Tier 3	0
Morehouse	00814	East Side Elementary School	Tier 3	0
Natchitoches	00103	George L. Parks Elementary & Middle School	Tier 3	0
Natchitoches	01617	L.P. Vaughn Elementary & Middle School	Tier 3	0
Natchitoches	00828	East Natchitoches Elementary & Middle School	Tier 3	0
Natchitoches	00101	Lakeview Junior-Senior High School	Tier 3	63.75
Natchitoches	00829	Fairview-Alpha Elementary & Junior High School	Tier 3	0
Natchitoches	01930	Cloutierville Elementary School	Tier 3	0

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
Natchitoches	00845	M.R. Weaver Elementary School	Tier 3	0
Ouachita	01525	Richwood High School	Tier 3	64.85
Ouachita	01683	Richwood Junior High School	Tier 3	0
P. A. Capdau	00860	P. A. Capdau School	Tier 3	0
Pointe Coupee	02000	Rosenwald Elementary School	Tier 3	0
Pointe Coupee	01034	Upper Pointe Coupee Elementary School	Tier 3	0
Rapides	01075	Julius Patrick Elementary School	Tier 3	0
Rapides	01055	Arthur F. Smith Middle Magnet School	Tier 3	0
Rapides	01038	Acadian Elementary School	Tier 3	0
Rapides	01054	D.F. Huddle Elementary School	Tier 3	0
Rapides	01083	Alma Redwine Elementary School	Tier 3	0
Rapides	01053	Horseshoe Drive Elementary School	Tier 3	0
Rapides	01063	North Bayou Rapides Elementary School	Tier 3	0
Red River	01090	Red River High School	Tier 3	62.1
Richland	01104	Rayville Elementary School	Tier 3	0
Richland	01097	Delhi Elementary School	Tier 3	0
Richland	01248	Rayville High School	Tier 3	65.2
RSD - ACSA	00972	O.P. Walker Senior High School	Tier 1	73.6
RSD - Akili Academy	02071	Akili Academy	Tier 3	
RSD - ARISE	02278	Arise Charter School	Tier 3	
RSD - Benjamin Mays	02266	Benjamin Mays College Preparatory School	Tier 3	
RSD - Crocker Arts and Technology School	02084	Crocker Arts and Technology School	Tier 3	
RSD - KIPP New Orleans	02079	KIPP Central City Primary	Tier 3	
RSD - Pride College Preparatory School	02257	Pride College Prep	Tier 3	
RSD - Success College Prep	02283	Success College Preparatory School	Tier 3	

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
RSD-100 Black Men Capitol Charter Initiative	01644	Capitol Pre-College Academy for Boys	Tier 3	
RSD-100 Black Men Capitol Charter Initiative	01656	Capitol Pre-College Academy for Girls	Tier 3	
RSD-ADVANCE Baton Rouge	00377	Glen Oaks Middle School	Tier 3	
RSD-ADVANCE Baton Rouge	00415	Prescott Middle School	Tier 3	
RSD-ADVANCE Baton Rouge	02002	Pointe Coupee Central High School	Tier 3	
RSD-ADVANCE Baton Rouge	00370	Dalton Elementary School	Tier 3	
RSD-ADVANCE Baton Rouge	00391	Lanier Elementary School	Tier 3	
RSD-Advocacy for Science and Math Education	02068	New Orleans Charter Science and Math Academy	Tier 3	
RSD-Broadmoor Charter School Board	00979	Andrew H. Wilson Charter School	Tier 3	
RSD-Esperanza Charter School Association	00872	A.D. Crossman-Esperanza Charter School	Tier 3	
RSD-Firstline Schools	01217	Samuel J. Green Charter School	Tier 3	0
RSD-FirstLine Schools, Inc.	00947	Arthur Ashe Charter School	Tier 3	
RSD-Intercultural Charter School Board, Inc.	02077	The Intercultural Charter School	Tier 3	
RSD-LDE	00974	Dr. Charles Richard Drew Elementary School	Tier 3	0
RSD-LDE	00917	Laurel Elementary School	Tier 3	0

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
RSD-LDE	02018	Live Oak Elementary School	Tier 3	0
RSD-LDE	02021	Sarah Towles Reed Elementary School	Tier 3	0
RSD-LDE	00870	Joseph A. Craig School	Tier 3	0
RSD-LDE	00909	James Weldon Johnson School	Tier 3	0
RSD-LDE	00900	Paul B. Habans Elementary School	Tier 3	0
RSD-LDE	00877	John Dibert Elementary School	Tier 3	0
RSD-LDE	00935	Benjamin Banneker Elementary School	Tier 3	0
RSD-LDE	00905	Murray Henderson Elementary School	Tier 3	0
RSD-LDE	00869	A.P. Tureaud Elementary School	Tier 3	0
RSD-LDE	00867	Walter L. Cohen High School	Tier 3	
RSD-LDE	00861	G.W. Carver High School	Tier 3	
RSD-LDE	02062	Fannie C. Williams Elementary School	Tier 3	
RSD-LDE	02047	F.W. Gregory Elementary School	Tier 3	
RSD-LDE	02048	Julian Leadership Academy	Tier 3	
RSD-LDE	02050	Carver Elementary School	Tier 3	
RSD-LDE	00893	Gentilly Terrace Elementary	Tier 3	
RSD-Miller-McCoy Academy for Math and Busines	02067	Miller-McCoy Academy	Tier 3	
RSD-New Orleans College Preparatory Academies	02041	NOLA College Prep Charter School	Tier 3	
RSD-NOLA 180	00976	Langston Hughes Academy Charter School	Tier 3	
RSD-Pelican Educational Foundation	02054	Abramson Science & Technology Charter School	Tier 3	
RSD-Pelican Educational Foundation	00389	Kenilworth Middle School	Tier 3	
RSD-Sojourner Truth Academy, Inc.	02070	Sojourner Truth Academy	Tier 3	

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
RSD-Treme Charter Schools Association	00944	McDonogh #42 Elementary Charter School	Tier 3	
RSD-UNO New Beginnings	01373	Nelson Elementary School	Tier 3	0
Sabine	00951	Sabine Career Center	Tier 3	
Shreveport Charter Association	00175	Linwood Middle School	Tier 3	
St. Bernard	01533	W. Smith Jr. Elementary School	Tier 3	
St. Helena	01158	St. Helena Central Middle School	Tier 3	0
St. Helena	01154	St. Helena Central High School	Tier 3	65.55
St. Helena	01157	St. Helena Central Elem School	Tier 3	0
St. James	01166	Romeville Elementary School	Tier 3	0
St. John the Baptist	02003	Fifth Ward Elementary School	Tier 3	0
St. John the Baptist	01488	East St. John High School	Tier 3	60.5
St. Landry	01960	St. Landry Accelerated Transition School	Tier 3	0
St. Landry	01177	Creswell Elementary School	Tier 3	0
St. Landry	01203	Opelousas Junior High School	Tier 3	0
St. Landry	01212	Southwest Elementary School	Tier 3	0
St. Landry	01896	South Street Elementary School	Tier 3	0
St. Landry	01215	Washington Elementary School	Tier 3	0
St. Landry	01194	Melville Elementary School	Tier 3	0
St. Martin	00897	Breaux Bridge Junior High School	Tier 3	0
St. Martin	01227	St. Martinville Junior High School	Tier 3	0
St. Martin	01216	Breaux Bridge Elementary School	Tier 3	0
St. Mary	01243	Franklin Junior High School	Tier 3	0

**School Improvement Grant
Tier III Schools**

LEA	NCES ID #	School Name	Tier	Grad Rate
St. Mary	01102	B. Edward Boudreaux Middle School	Tier 3	0
St. Mary	01242	Franklin Senior High School	Tier 3	65.2
Tangipahoa	02008	Hammond Westside Primary School	Tier 3	0
Tangipahoa	01308	Independence Middle School	Tier 3	0
Tangipahoa	01900	Hammond Westside Upper Elementary School	Tier 3	0
Tangipahoa	01315	Natalbany Elementary School	Tier 3	0
Tangipahoa	01326	West Side Middle School	Tier 3	0
Tangipahoa	01310	Kentwood High School	Tier 3	70.3
Tangipahoa	01902	Hammond Eastside Upper Elementary School	Tier 3	0
Tangipahoa	01305	Hammond Junior High School	Tier 3	0
Tangipahoa	00345	Independence High School	Tier 3	68.85